Educator Preparation Quality and Performance Measures

Contents

Teacher Licensure Exams

To qualify for an initial teaching license in Ohio, candidates must successfully pass teacher licensure exams. The Ohio Assessments for Educators (OAE) exams measure professional (pedagogical) knowledge and the subject-specific content area knowledge of candidates. Marietta's education department has constructed its curriculum and clinical experiences to ensure that our teacher candidates excel on these assessments. ***Marietta College has a 100% pass rate on teacher licensure exams demonstrating our program completers are prepared to meet licensing and state requirements. The average score for our program completers is typically above the state average on these exams.***

OAE Content Exams – Data for 2017-18 through 2018-19

License Program	N	Pass Rate	Marietta Mean	State Mean
Early Childhood Education	12	**100%**	77.5	77.1
Intervention Specialist, Mild/Moderate	16	**100%**	82.7	83.4
Middle Childhood Language Arts	0	**100%**	N/A	N/A
Middle Childhood Mathematics	0	**100%**	N/A	N/A
Middle Childhood Science	0	**100%**	N/A	N/A
Middle Childhood Social Studies	0	**100%**	N/A	N/A
AYA English Language Arts	1	**100%**	N/A	N/A
AYA Mathematics	0	**100%**	N/A	N/A
AYA Social Studies	1	**100%**	N/A	N/A
AYA Science	0	**100%**	N/A	N/A

OAE Early Childhood Content Exam by Domain – Data for 2017-18 through 2018-19

Test	Content Domain Key Code	Competency Key Code	# of Takers	% Correct	# of Takers - State	% Correct - State
		0001	12	71.3	4328	74.8
		0002	12	83.5	4328	81.9
	01	0003	12	69.6	4328	74.6
		0004	12	73.3	4328	76.6
		0005	12	71.0	4328	65.8
		0006	12	82.1	4328	76.2
Early Childhood	02	0007	12	74.5	4328	76.7
Education	03	0008	12	70.1	4328	80.7

		0009		12	77.5	4328	78.0
		0010		12	80.4	4328	77.5
		0011		12	70.7	4328	74.6
		0012		12	87.7	4328	78.5
		0013		12	90.0	4328	84.9
	04	0014		12	83.7	4328	78.7

OAE Foundations of Reading Exam – Data for 2017-18 through 2018-19

License Program	N	Pass Rate	Marietta Mean	State Mean
Foundations of Reading	26	**100%**	77.3	77.4

OAE Foundations of Reading Exam by Domain – Data for 2017-18 through 2018-19

Test	Program Year	Content Domain #	# Takers	Mean Content Domain Perf. Index	# Takers - State	Mean Content Domain Perf. Index- State
Foundations of Reading (11/16-Present)	2018-2019	01	18	3.1	5067	3.1
		02	18	3.3	5067	3.4
		03	18	3.5	5067	3.3
		04	18	2.2	5067	2.3
	2017-2018	01	10	3.2	5068	3.1
		02	10	3.4	5068	3.3
		03	10	3.2	5068	3.3
		04	10	2.0	5068	2.3

OAE Assessment of Professional Knowledge – Data for 2017-18 through 2018-19
NOTE: No data is reported for AYA and Middle Childhood as the number of test takers were too low to have data reported.

Test	Pass Rate- Marietta College	Content Domain Key Code	Competency Key Code	Competency Type	# of Takers- MC	% Correct	# of Takers - State	% Correct - State

Test	Marietta College Pass Rate	Content Domain Key Code	Competency Key Code	Competency Type	# of Takers-MC	% Correct	# of Takers - State	% Correct - State
Assessment of Professional Knowledge PK-3	100%		0001	M/C	12	82.3	4203	78.2
			0002	M/C	12	80.2	4203	82.1
		01	0003	M/C	12	80.2	4203	77.4
			0004	M/C	12	82.3	4203	78.9
			0005	M/C	12	82.3	4203	81.6
			0006	M/C	12	82.3	4203	78.3
			0007	M/C	12	75.0	4203	74.0
		02	0008	M/C	12	89.6	4203	86.9
			0009	M/C	12	84.4	4203	87.7
		03	0010	M/C	12	86.5	4203	89.6
			0001	C/R	12	72.9	4203	74.9
		04	0002	C/R	12	69.8	4203	67.8

Test	Marietta College Pass Rate	Content Domain Key Code	Competency Key Code	Competency Type	# of Takers-MC	% Correct	# of Takers - State	% Correct - State
Assessment of Professional Knowledge-Multi-Age	100%		0001	M/C	10	68.8	3295	80.6
			0002	M/C	10	80.0	3295	79.8
		01	0003	M/C	10	84.3	3295	82.1
			0004	M/C	10	83.8	3295	83.0
			0005	M/C	10	82.5	3295	87.9
			0006	M/C	10	75.0	3295	79.4
			0007	M/C	10	76.3	3295	80.3
		02	0008	M/C	10	76.3	3295	86.9
			0009	M/C	10	83.8	3295	88.0
		03	0010	M/C	10	86.3	3295	82.2
			0001	C/R	10	68.8	3295	75.4
		04	0002	C/R	10	68.8	3295	67.9

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Title II Report on the Quality of Teacher Preparation

Title II of the Higher Education Act requires states and teacher preparation institutions to submit annual reports on the quality of teacher preparation. The Title II Report on the Quality of Teacher Education is prepared and submitted annually by the Hiram College Education Department. The federal report contains information from the 50 states and territories. From this page, users can access Ohio's current and past state reports, as well as required data from each provider.

CAEP Annual Reporting Measures

CAEP ([Council for the Accreditation of Educator Preparation](#)) has eight annual reporting measures, which are used to provide information to the public on program impact and program outcomes. The CAEP measures with links to supporting evidence for each measure are as follows:

Measure 1: Completer Impact on Student Learning – Ohio Value-Added Ratings

A component of Ohio's Accountability system, value-added calculations, utilize data from state tested subjects and grades to measure student growth. Data is provided to institutions of higher education by the state for graduates in the Ohio Resident Educator Program who are teaching value-added subjects of reading and mathematics in grades four through eight. The table below shows results for 2015 and 2016.

2019 Value Added Data Initial Licensure Effective Years: 2015, 2016, 2017, 2018						
		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added	Most Effective	Above Average	Average	Approaching Average	Least Effective
Marietta 38	Marietta * 18	n=1 6%	N/A	n=6 33%	n=6 33%	n=5 28%
2018 Value Added Data Initial Licensure Effective Years: 2014, 2015, 2016,						
		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added	Most Effective	Above Average	Average	Approaching Average	Least Effective
Marietta 47	Marietta * 24	n=4 17%	n=1 4%	n=5 21%	n=5 21%	n=9 38%

Measure 2: Indicators of Teaching Effectiveness – OTES Data for Recent Graduates

The Ohio Teacher Evaluation System (OTES) collects data for all teachers employed in Ohio public schools. Districts use OTES to monitor educator performance and student growth measures.

Framework Used for the OTES Rating for Individual Teachers
Individual districts choose from one of two evaluation frameworks in order to evaluate teachers.
The 50/50 Framework:
- 50% Teacher Performance on Standards as Rated by Principal/Supervisor (formal observation and classroom walkthroughs/informal observations)
- 50% Student Growth Measures - state value-added assessment or approved vendor assessment for grades/subjects not measured by state value-added or LEA measure if no approved assessment data is available

OR The Alternative Framework (AKA The 50+35+15 Framework)
- 50% Teacher Performance on Standards as Rated by Principal/Supervisor (formal observation and classroom walkthroughs/informal observations)
- 35% Student Growth Measures - state value-added assessment or approved vendor assessment for grades/subjects not measured by state value-added or LEA measure if no approved assessment data is available
- 15% Alternative Components, which may include items such as student surveys, teacher self-evaluation, per review/evaluation, student portfolios, or another measure determined by the district.

Final Summative Rating Categories:
- Ineffective
- Developing
- Skilled
- Accomplished

Data for Recent Marietta College Graduates Teaching in the Ohio Resident Educator Program
Note: Identifying data and data on license areas is not provided.

Licensed Year	Ineffective	Developing	Skilled	Accomplished
2016	<3	<3	8	<3
2017	<3	4	6	4
2018	<3	<3	6	<3

Measure 3: Results of Employer Surveys and Employment Milestones

Employer Survey Data – a survey of employers' perception of the quality of recent Marietta College graduates (2016-19).

NOTE: Ohio no longer administers an employer survey, and currently we have not available statewide data for comparison.

Marietta College prepares its graduates to:	EPP Survey Mean (n=16)	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Understand student learning and development.	3.56	9	7	0	0
2. Respect the diversity of the students they teach.	3.63	10	6	0	0
3. Know and understand the content area for which they have instructional responsibility.	3.75	12	4	0	0
4. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	3.63	11	5	0	0
5. Be knowledgeable about assessment types, their purposes, and the data they generate.	3.56	9	7	1	0
6. Analyze data to monitor student progress and learning.	3.44	7	9	0	0
7. Use data to plan, differentiate, and modify instruction.	3.50	8	8	0	0
8. Align their instructional goals and activities with school and district priorities.	3.50	8	8	0	0
9. Differentiate instruction to support the learning needs of all students.	3.44	7	9	0	0
10. Treat students fairly and establish an environment that is respectful, supportive, and caring.	3.69	11	5	0	0
11. Maintain an environment that is conducive to learning for all students.	3.75	11	5	0	0
12. Communicate clearly and effectively.	3.56	9	7	0	0
13. Collaborate effectively with other teachers, administrators, and district staff.	3.56	10	5	1	0
14. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.56	10	5	1	0
15. Assume responsibility for professional growth.	3.63	10	6	0	0

Resident Educator Data

OHIO RESIDENT EDUCATOR PROGRAM DATA 2018-19

# of graduates in Ohio Resident Educator Program Years 1 through 4

YEAR	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	RESA PASSED	RESA NOT PASSED
2018-19	11	2	19	9	year 2=2 year 3=19 year 4= 0	year 2 =0 year 3= 0 year 4= 0

The table above indicates the number of graduates completing each year of the Ohio Residency. The final 2 columns indicate the number passing the year 3 or 4 Resident Educator Summative Assessment.

Measure 4: Results of Program Completer and Graduate Surveys

Program Completer Survey Results

Reporting Period from Sept 1, 2017 to Aug 31, 2018

Description of Data: Program Completer Survey Results 2017-18

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio candidates receive an invitation to complete the survey during their professional internship (student teaching). The results of this survey are reflected here. A total of 3,451 respondents completed the survey statewide for a response rate of 74 percent.

Marietta College Survey Response Rate = 100%

Total Survey Responses = 14

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.79	3.50
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.64	3.32
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.64	3.34
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.71	3.46
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.5	3.41
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.86	3.64
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.64	3.46
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.36	3.48
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.71	3.53
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at- risk students.	3.64	3.44
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.5	3.37
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.86	3.59
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.57	3.31
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.64	3.54

No.	Question	Institution Average	State Average
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.86	3.55
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.86	3.67
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.71	3.54
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.86	3.62
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.29	3.51
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.93	3.73
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.57	3.42
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.71	3.51
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.71	3.52
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.43	3.23
25	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.36	3.08
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.14	3.00
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.71	3.35
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.57	3.21
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.86	3.59
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	3.57	2.93
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	4.0	3.67
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.07	3.42
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	4.0	3.68
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.71	3.65
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.93	3.62
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.57	3.52

No.	Question	Institution Average	State Average
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.5	3.50
38	My teacher licensure program provided opportunities to work with diverse teachers.	2.36	3.26
39	My teacher licensure program provided opportunities to interact with diverse faculty.	2.29	3.31
40	My teacher licensure program provided opportunities to work and study with diverse peers.	2.57	3.34
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.79	3.63
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.86	3.51
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.93	3.63
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.79	3.53
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.71	3.54
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.71	3.63
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.79	3.42
48	My teacher licensure program provided opportunities to voice concerns about the program.	2.93	3.20
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.57	3.41

Program Completer Survey Results

Reporting Period from Sept 1, 2018 to Aug 31, 2019

Description of Data: Program Complete Results 2018-2019

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio candidates receive an invitation to complete the survey during their professional internship (student teaching). The results of this survey are reflected here. A total of 3,451 respondents completed the survey statewide for a response rate of 74 percent.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.38	3.43
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.63	3.16
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.38	3.30

No.	Question	Institution Average	State Average
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.63	3.40
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.63	3.31
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.63	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.38	3.40
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.38	3.41
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.63	3.44
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.63	3.32
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.38	3.25
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.5	3.38
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.38	3.15

No.	Question	Institution Average	State Average
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.75	3.46
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.5	3.43
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.63	3.57
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.75	3.43
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.75	3.31
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.5	3.57
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.75	3.31
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.25	3.41
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.63	3.43
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.5	3.18
24	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.0	3.08
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.13	3.08
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.25	3.27
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.38	3.10
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.25	3.43

No.	Question	Institution Average	State Average
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	3.5	2.71
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.5	3.56
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.88	3.32
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.5	3.54
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.5	3.51
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.63	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.5	3.33

No.	Question	Institution Average	State Average
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.5	3.33
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.5	3.18
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.5	3.22
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.25	3.25
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.25	3.55
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.63	3.47
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.63	3.54
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.5	3.45
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.5	3.43
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.63	3.57
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.5	3.40
47	My teacher licensure program provided opportunities to voice concerns about the program.	3.25	3.23
48	My teacher licensure program provided advising to facilitate progression to program completion.	3.25	3.36
49	My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.5	3.34

Graduate Survey Data – a survey of graduates' perception of the quality of their preparation

Statewide Survey of Ohio Resident Educators'
Reflections on their Educator Preparation Program

Reporting Period from Sept 1, 2018 to Aug 31, 2019

Description of Data:

To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio Resident Educators who completed their preparation in Ohio receive an invitation to complete the survey in the fall semester as they enter Year 2 of the Resident Educator program. A total of 399 respondents completed the survey statewide for a response rate of 12 percent.

NOTE: There were only 2 respondents that completed this survey from 2017-18, so that data is not included in this report.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	Institution Average	State Average
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.67	3.43
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.5	3.16
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.5	3.30
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.67	3.40
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.17	3.31
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.5	3.53
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.83	3.40
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.5	3.41
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.83	3.44
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at- risk students.	3.83	3.32
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.67	3.25
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.5	3.38
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.67	3.15

No.	Question	Institution Average	State Average
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.67	3.46
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.83	3.43
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.83	3.57
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.83	3.43
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.67	3.31
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.67	3.57
20	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.17	3.31
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.67	3.41
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.67	3.43
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.67	3.18
24	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.5	3.08
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.5	3.08
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.17	3.27
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.17	3.10
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.17	3.43
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	3.0	2.71
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.83	3.56
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.5	3.32
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.83	3.54
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.83	3.51
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.83	3.51
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.67	3.33

No.	Question	Institution Average	State Average
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.67	3.33
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.67	3.18
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.67	3.22
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.67	3.25
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.83	3.55
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.83	3.47
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.83	3.54
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.67	3.45
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.17	3.43
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.17	3.57
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.83	3.40
47	My teacher licensure program provided opportunities to voice concerns about the program.	3.17	3.23
48	My teacher licensure program provided advising to facilitate progression to program completion.	3.83	3.36
49	My teacher licensure program prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.67	3.34

Measure 5: Graduation Rates from Preparation Programs – Completion of Student Teaching

	Number Admitted to Student Teaching	Number Successfully Completing Student Teaching
2017-18	14	10
2018-19	10	10

Measure 6: Ability of Completers to Meet Licensing (certification) and Any Additional State Requirements

Teacher Licensure Test Pass Rates: 2017-18 through 2018-19

State Rating: Effective		
Year	Completers Tested	Pass Rate
2017-2018	22	100%
2018-2019	16	94%

Measure 7: Ability of Completers to be Hired in Education Positions for Which They are Prepared – Employment Data

	Number of Graduates	Employed in Teaching Field	Attending Graduate School
2017-2018	16	14	1
2018-2019	11	9	2

Measure 8: Student Loan Default Rates for Marietta College

**Link to Consumer Information Guide:** http://www.marietta.edu/consumer-information-guide

Link to Marietta College Student Loan Default Rate:

http://www.collegefactual.com/colleges/marietta-college/paying-for-college/student-loan-debt/ - secDefault

Average Total Loan Amounts at Marietta College
Borrowing at the freshman amount could lead to $39,636 in four years.

https://www.collegefactual.com/colleges/marietta-college/paying-for-college/student-loan-debt/ **(Accessed 4/12/20)**

Student Loan Default Rates - Marietta College

Compare | Trend
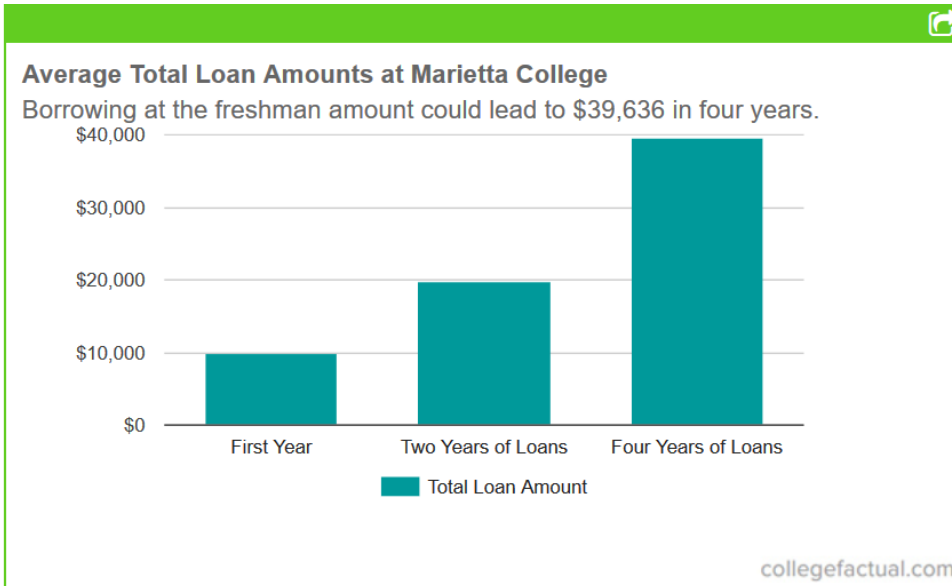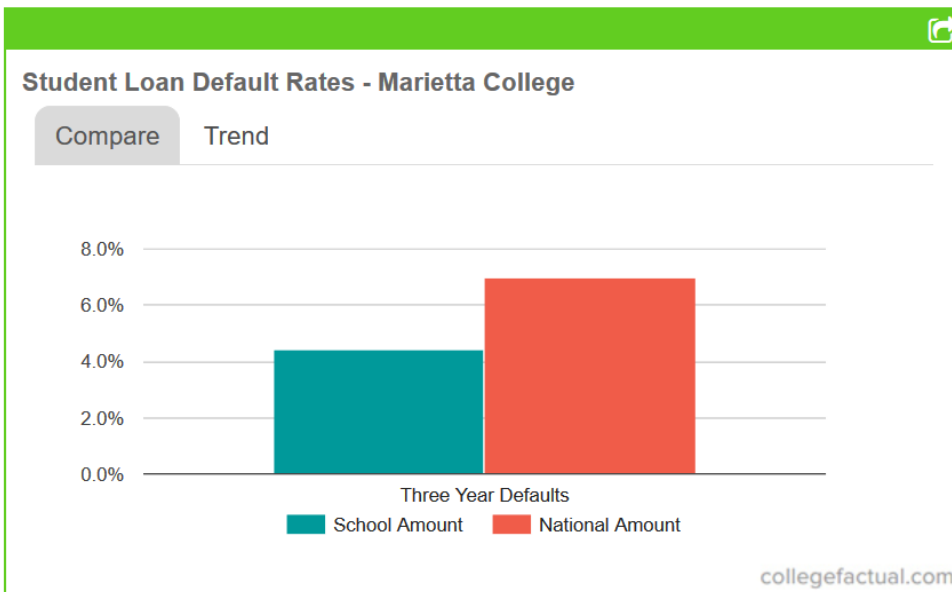
https://www.collegefactual.com/colleges/marietta-college/paying-for-college/student-loan-debt/ **(Accessed 4/12/20)**

Additional Data: edTPA Data

Description of Data:

The Marietta College Education Department engages in programmatic review discussions around a variety of data sources annually. Since 2013, one of those sources of data has been the edTPA, a nationally scored performance assessment of student teaching. The scores can be disaggregated to examine performance across 15 different rubrics that represent best practices that the department can use to determine needed changes in our curriculum. The data can be viewed across programs as noted below, or further disaggregated to individual degree programs.

edTPA Performance Data Spring 2016 through Spring 2019

Rubric Name	SP '16 N=10	SP '17 N=20	SP '18 N=14	FL '18 N=1	SP'19 N=10	Avg by Rubric
1.Planning for Content Understandings	3.6	3.13	2.92	3	3	3.13
2. Planning for Various Learning Needs	3.7	2.88	2.92	3	3.33	3.17
3. Planning: Using Knowledge of Students	3.8	3.31	2.92	3	2.78	3.16
4. Identifying and Supporting Language Demands	3.7	3	3	2	2.67	2.87
5. Planning: Assessments	3.2	3.06	3	3	2.89	3.03
6. Learning Environment	3.3	3	3	3	3	3.06
7. Engaging Learners	3.5	2.94	2.85	3	3.22	3.10
8. Deepening Learning	3.3	2.89	2.77	3	2.67	2.93
9. Subject-specific Pedagogy	3	2.89	2.64	3	2.78	2.86
10. Analyzing Teaching Effectiveness	3.1	2.75	3.07	3	3.11	3.01
11. Analysis of Student Learning	3.5	3.13	3.64	3	2.78	3.21
12. Providing Feedback	3	3.13	4.07	4	3.28	3.50
13. Student Use of Feedback	3	2.69	3.64	3	2.61	2.99
14. Analyzing Students' Language Use and Content Learning	3.3	2.75	3.79	3	2.89	3.15
15. Use of Assessment to Inform Instruction	3.3	2.88	3.86	3	3.44	3.30
Average Rubric Score	3.35	2.96	3.21	3	2.96	3.10
Mean Composite Score	49.90	44.38	43.54	45.00	44.30	45.71
Range Composite Scores	43-59	33-55	35-50	N/A	36-52	

Marietta College edTPA Summary Data vs. National Summary Data

edTPA Marietta College Averages	
Planning Task Average Score	15.36
Planning Task Average Rubric Score	3.07
Instruction Task Average Score	14.96
Instruction Task Average Rubric Score	2.99
Assessment Task Average Score	16.14

edTPA National Averages	
Planning Task Average Score	15.00
Planning Task Average Rubric Score	3.02
Instruction Task Average Score	14.50
Instruction Task Average Rubric Score	2.90
Assessment Task Average Score	14.50

Assessment Task Average Rubric Score	3.23
Total Score Average Score	45.71

Assessment Task Average Rubric Score	2.92
Total Score Average Score	44.1